CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION

THE NATIONAL SOCIETY

National Society Statutory Inspection of Anglican and Methodist Schools Report

Ranelagh Church of England Academy

Ranelagh Drive
Bracknell
RG12 9DA

Diocese: Oxford

Local authority: Bracknell Forest

Dates of inspection: 18th March 2014

Date of last inspection: 23rd June 2009

School's unique reference number: 137267

Headteacher: Mrs K Winrow

Inspector's name and number: Mrs K Wright 436

School context

The school is an average size and oversubscribed. It serves the Anglican deaneries of Bracknell and Sonning. Since the last inspection it has become a Church of England Academy. The long serving head teacher is due to retire at the end of this academic year, and there have been some recent changes to the senior leadership team. Pupils transfer from a wide range of schools and most are from White British backgrounds.

The distinctiveness and effectiveness of Ranelagh as a Church of England school are outstanding

- The prominence given to servant leadership throughout the school, and in particular the way this is modelled by the head teacher, means that all students, staff and governors are motivated by a desire to serve others.
- The Christian values, clearly based on biblical teachings, are embraced by all members of the school community and produce an outstanding sense of community and identity
- The quality of teaching and learning in religious education (RE) ensures that the subject is valued by all and leads to high levels of attainment across all key stages
- The inclusive and personalised approach to learning expresses the school's Christian foundation and desire to support the whole child

Areas to improve

- To ensure that through the period of leadership change the school maintains and continues to build on its Anglican foundation
- To celebrate actively and gain national recognition for the outstanding achievements and quality of teaching and learning in RE e.g. by considering the RE Quality Mark award

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Christian values and beliefs motivate the entire school community. The students speak of having servant hearts for others, and that this is modelled to them by all members of the school community. One student said, 'We don't just go to school, this is our school'. The values of forgiveness, compassion, stewardship and reconciliation are fully understood and embedded in all aspects of school life. Students speak of their education in terms of serving the community, serving the school and one another. Education of the highest quality is provided for all students, and they are regarded as equal partners. The majority of students take part in some form of community service, which they lead and organise. In addition, students have input into whole school development through the school council, learning partner scheme and through the school captains who sit on the governing body.The importance of achievement within a caring, considerate responsible community is demonstrated through pupil outcomes relating to attendance, attainment and progress. The school takes a personalised approach to raising achievement, and has comprehensive systems in place for those pupils who receive additional funding to support learning. The promotion of spiritual, moral, social and cultural development is outstanding. It is particularly supported through the Rights Respecting Schools Programme (UNICEF Level 2), Link Schools Project, Eco Project and an impressive enrichment programme. Students speak of opportunities in art, modern foreign languages, English and history where they feel they can discuss, debate or express ethical and moral issues openly. During the inspection, the Lent Project provided opportunities not only for students to raise money for charity, but to articulate the importance of giving and sacrifice.

The impact of collective worship on the school community is outstanding

Collective worship plays a central role in the life of the school and promotes its Christian ethos. Students plan and lead worship regularly, and understand the importance of bringing the school together to celebrate shared values and the Anglican foundation. The very good act of worship observed was led by students. It provided a creative approach using drama and readings to explore the life of Sir Isaac Newton and the importance of selflessness and humility. Collective worship is planned with a clear purpose and direction, and is inspiring, engaging and inclusive. Regular use is made of biblical material to deepen the students' understanding of key Christian teachings. A rich and varied programme, with a range of speakers and leaders means that all students benefit from the worship experience. The Eucharist is celebrated regularly and valued by those who attend, providing time and space for reflection. One student said it 'supports me on my spiritual journey'. In Year 7, all students are invited to take part in the Eucharist to learn about its significance in the Anglican tradition. Students have a sound understanding of the importance of the person of Jesus and the themes and liturgy used support Trinitarian theology. Prayer is valued, and the quiet garden provides space for individual reflection. Monitoring and evaluation takes place informally but effectively. To support the change of leadership, continuing professional development has been provided to ensure that all staff and governors are aware of what constitutes good quality collective worship.

The effectiveness of the religious education is outstanding

Religious education (RE) is exceedingly well led by an experienced specialist, who has a clear understanding of what high quality and effective religious education looks like. He is supported by a qualified and dedicated team who share a common vision for the subject. Teaching and learning across all key stages is outstanding. The theological and enquiry based approach supports deep, thoughtful learning and critical thinking in all key stages. Learning is structured to enable students to make good progress in lessons, and through units of work. For example, questions are scaffolded using higher order thinking strategies to provide challenge. Student

attainment is outstanding with 85% achieving an A*-C (2013) at GCSE, and progress across the key stages is better than other core subjects. Assessment to support learning is embedded through dialogues about next steps for progress and through a constructive marking policy. Tracking of progress is well established and measures are put in place to support those who are not achieving their potential. The subject's contribution to the Christian ethos of the school, and spiritual, moral, social and cultural development is significant. The curriculum is well designed to ensure Christianity has prominence, and all students study a GCSE Full Course. The subject is highly regarded by the students, including those who follow a comprehensive core RE programme in the Sixth Form. In addition, a significant number take AS and A level Religious Studies, with some continuing their studies into higher education. Enrichment opportunities are valued by students, particularly recent visits to Taize, the cathedral and local mosque. The impact of continuing professional development provided by the Diocese and National Society has empowered the teachers to develop new approaches to the curriculum.

The effectiveness of the leadership and management of the school as a church school is outstanding

Christian servant leadership and kingdom values are championed by the leadership team and governors. The head teacher clearly articulates a theology of education which places the student at the heart, and which is underpinned by biblical principles. She models this effectively through her humanity, humility and humour, and through her active support of other schools. The head teacher speaks of the Christian ethos being the 'warp' with all aspects of school life as the 'weft', creating a rich woven tapestry. The emphasis on valuing the community, relationships, oneself and the environment is understood by all stakeholders and drives everything the school works towards. Staff well being is a high priority, and this is strengthened through times of prayer, reflection and retreat. Parents are fully supportive of the school and see the impact of its ethos beyond the classroom in terms of 'values being lived out at home and in the community'. With a changing leadership team, the school community has revisited its vision to ensure that it is secure and continues to thrive during future transition. The governors provide effective support and challenge; their strive towards maintaining the distinctiveness of the school as a church school is exceptional. In addition, clergy meet regularly with the leadership team to review all aspects of school life. The school's own self evaluation is comprehensive and accurate. The capacity to maintain and continue to develop the Christian and Anglican foundation of the school after the current head teacher retires is very good.

SIAMS Judgement Recording Form (JRF)

This form is to be attached to the main SIAMS report and returned to the diocese in which the school is situated and to the National Society.

School Name	Ranelagh CE Academy
School Address	Ranelagh Drive, Bracknell, RG12 9DA
School URN	137267
Date of Inspection	18th March 2014
NS Inspector's Number	436
Type of Church School	Academy (VA)
Number of Pupils	994
Phase of Education	Secondary
Name of Critical Reader	Jo Fageant
Has Diocesan Quality Assurance been obtained for this Report? Yes	

	Rating 1-4
How distinctive and effective is the school as a Church School?	1
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	1
How effective is the religious education? (*N/A in VC schools*)	1
How effective are the leadership and management of the school, as a church school?	1
The school meets the statutory requirements for collective acts of worship	Yes
The school meets the statutory requirement for religious education	Yes